Waxahachie Independent School District

Marvin BioMedical Academy

2026-2027 Turnaround Plan

Needs Assessment and Stakeholder Engagement

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) §39A.053 to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section §39A.053 of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27. Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TAP is likely to be denied.

No

Please upload artifacts demonstrating a robust observation and feedback system.

Great Minds Observation Feedback - Reading and Math.pdf
TAP Template Observation Feedback Log.pdf

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Turnaround Plan, in accordance with Texas Education Code (TEC) §39A.104, with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Turnaround Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) §39A.104, and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) §39A.103 and §39A.104, to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

November 10, 2026

As part of the Turnaround Plan (TAP) submission, in accordance with Texas Education Code (TEC) §39A.104, the LEA must upload documentation of stakeholder feedback or the stakeholder engagement process. If no comments were received, the LEA must upload a document explaining the public comment process conducted and the reason stakeholder comments were not submitted. Please upload a copy of public comments or additional documents explaining the lack of public comments:

—

SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

LIFT

Which, if any, program is your school system interested in to support this strategy?

LIFT

Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

Region 10, Great Minds PBC, District Staff

How many district staff members will be responsible for capacity building with this campus?

5

What are the names and roles of district staff members responsible for capacity building, and what percentage of their role is dedicated to supporting implementation of the school improvement strategy? Please include Name, Role, and Percent for each staff member.

Georgie Swize - DCSI, Assistant Superintendent of Curriculum, 50%
Shanna Campbell - Instructional Coordinator, 100%,
Rusty East, Assistant Superintendent Leadership, 50%

Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).

Neither the principal nor current staff members have previously led or participated in a successful school turnaround from a failing accountability rating to meeting or exceeding standards. However, the campus team brings experience in analyzing student data, implementing evidence-based instructional practices, providing targeted interventions, and monitoring student progress. The leadership team is committed to building staff capacity through focused professional learning, regular classroom walkthroughs, actionable feedback, PLC support, and consistent progress monitoring. District guidance and external support will also be used to strengthen the team's knowledge and ensure the turnaround plan is implemented with fidelity. The DCSI and Director of Curriculum will walk classrooms with the principal biweekly. Structured debriefs will happen after walkthroughs to calibrate low-inference observation data, refine feedback given to teachers, adn ensure HQIM are implemented with fidelity. The district is partnering with Great Minds LIFT, an organization with a proven track record in systems building and school turnaround, to co-lead capacity building and instructional coaching.
The district DCSI has previously brought a campus from an F to a B.

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

LASO Implementation, including 37 days of Great Minds professional learning, instructional coaching, implementation support, and related training materials, will cost $275,000 and will be funded through the LASO 4 LIFT grant. - $275,000

Bluebonnet Math - IMTA $204,926
Amplify Reading - IMTA $233,245
Teacher Incentive Allotment Payouts - up to $21,756 - State TIA Allotment

Additional staffing has been approved to support implementation of the turnaround plan. The district has approved one additional Assistant Principal at an estimated cost of $85,000 and one Behavior Coordinator at an estimated cost of $85,000, for a total additional staffing investment of $170,000. These positions will provide additional administrative and behavioral support to strengthen instructional monitoring, student behavior systems, intervention implementation, and follow-up support for staff.
Campus and district staff time for PLC facilitation, classroom walkthroughs, data reviews, intervention monitoring, and follow-up coaching beyond these newly approved positions will have no additional cost. This work will continue to be completed through existing staff assignments and locally funded positions.

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

LASO 4 LIFT funding has been awarded for the 2026-2027 school year. The district will apply for continuation funding for 2027-2028. If continuation funding is not awarded, the district will continue the strategy through local funding and existing staff capacity. The district will budget up to $300,000 in local funds to maintain the Great Minds contracted support. If the full amount is not available, the district will prioritize coaching and professional learning in the highest-need grade levels and content areas and reduce the number of contracted support days rather than discontinue the strategy.
The assistant superintendent of curriculum, district curriculum leaders, director of assessment and accountability, principal, assistant principal, and instructional coordinator will assume responsibility for PLC facilitation, lesson internalization support, classroom walkthrough calibration, data analysis, and follow-up coaching within their existing roles. The campus will continue using the PLC protocol, adopted HQIM, common assessments, intervention schedule, student data trackers, and monthly performance-management reviews developed during Year 1.

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

To directly support improvement efforts, the district has allocated two new positions to Marvin BioMedical Academy: an Assistant Principal and a Behavior Coordinator. Campus leadership requested this additional support based on student data, implementation demands, and identified barriers, and the district granted the request to ensure successful plan implementation.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Bluebonnet Learning Math Grades K-5/Aprendizaje Bluebonnet Matematicas K-5, Edicion 1

Is this the curriculum that will be implemented for the duration of the plan for: K-5 Math?

Yes

How many instructional minutes per week are in the master schedule for K-5 Math curriculum delivery?

450

Does the amount of minutes meet the required/recommended number of minutes for the K-5 Math curriculum?

Yes

Please select the adopted curriculum for: K-5 RLA

Amplify Texas Elementary Literacy Program in English and Spanish

Is this the curriculum that will be implemented for the duration of the plan for: K-5 RLA?

Yes

How many instructional minutes per week are in the master schedule for K-5 RLA curriculum delivery?

500

Does the amount of minutes meet the required/recommended number of minutes for the K-5 RLA curriculum?

Yes

Please select the adopted curriculum for: 6-8 Math

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

How many instructional days are included in the 2026-2027 calendar?

187

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

Type of Assessment	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment	District	Monthly	Teachers will regularly review assessment data during PLCs and use the results to plan instruction, intervention, and enrichment. Students will know their learning goals, track their progress, and understand the next steps needed to demonstrate mastery of the TEKS.
STAAR Released Test	District	BOY/MOY/ EOY	The purpose of the STAAR Released Test ECR/SCR mock is to measure students' ability to respond to extended and short constructed-response questions. Using an AI scorer that mirrors the state scoring process allows teachers to identify trends in student strengths and areas of need, provide targeted feedback, and adjust instruction based on the results.
Interim	District	Quarterly	The purpose of the interim assessments is to provide teachers with data to identify specific student needs and plan six weeks of targeted intervention before STAAR, with an emphasis on high-frequency TEKS.
Curriculum Based Assessment	Campus	Daily	Bluebonnet exit tickets are used to monitor daily student understanding, identify learning gaps, and determine whether instruction needs to be adjusted or specific skills need to be addressed the following day.

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

Marvin Biomedical Academy will use a campus-wide student data spreadsheet to track and monitor individual student achievement and growth throughout the school year. The spreadsheet will include each student's most recent STAAR performance, current performance level, assessment results, and the performance needed to earn an academic growth point on the next STAAR assessment. Teachers will update the spreadsheet following unit, module, interim, and other common assessments.
Teachers and campus leaders will review the data during PLCs and campus data meetings to identify trends by student, classroom, grade level, content area, and student group. The data will be used to determine which students are on track, nearing their growth targets, or need additional support. Based on these findings, teachers will adjust instruction, form small groups, and plan intervention or enrichment.
Students will also monitor their own progress by setting goals for unit and module assessments, reviewing their results, and establishing their next target based on their individual STAAR growth goal.

What is the campus plan for student intervention and supporting students below grade level and in special populations?

Marvin Biomedical Academy will provide 30 to 45 minutes of intervention five days a week for students performing below grade level, receiving Tier 2 or Tier 3 support, or not demonstrating expected growth. Identified students will receive targeted, small-group or pull-out intervention from a certified teacher or interventionist based on their specific skill gaps.
Teachers and campus leaders will use classroom performance, curriculum-based assessments, interim assessments, and progress-monitoring data to determine student needs and adjust intervention groups. Progress will be reviewed regularly to determine whether students are responding to the intervention or need a change in frequency, intensity, or instructional focus.
Students in special populations will receive intervention in coordination with their required services and individualized plans.

Will the campus implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

By grade level and content

How frequently will PLCs occur?

4 days a week for 45 minutes.

Who will facilitate PLCs?

Instructional Coordinator, Principal, Assistant Principal, and Team leads

Who is required to attend PLCs?

All general education teachers, special education teachers, and ESL teachers assigned to the grade level or content area are required to attend the PLCs that support the students they serve. The instructional coordinator, principal, and assistant principal rotate among grade-level and content PLCs. Interventionists and other specialized staff participate when student data, services, accommodations, intervention plans, or instructional decisions connected to their roles are reviewed.

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

Marvin Biomedical Academy uses a consistent, content-specific PLC protocol that includes dedicated time for module or unit internalization, lesson internalization, lesson rehearsal, and student work analysis. PLCs are organized by grade level and content area and occur four days each week for 45 minutes. The facilitator uses a common agenda, records instructional decisions and assigned actions, and checks completion during the next meeting. General education, special education, and ESL teachers participate in the PLC process to plan supports that provide all students access to grade-level instruction.
During module or unit internalization, teachers study the module overview, topic overviews, district scope and sequence or pacing guide, focus TEKS and ELPS, terminology, learning progression, and common misconceptions. Math teams examine how the module uses the concrete-representational-abstract progression to build student learning from lesson to lesson. Teachers identify connections to prior modules, determine when lessons and assessments will be taught, and consider why the module is important within the larger progression of learning. They complete the end-of-module assessment from a student perspective, review the exemplars and proficiency rubric, and identify the knowledge, skills, models, strategies, and terminology students must demonstrate to be successful.
During lesson internalization, teachers review the lesson and topic overview to understand the lesson purpose and objectives and connect them to the TEKS and ELPS. Teachers complete the problem set, exit ticket, and other assigned tasks from a student perspective. They examine the sequence and pacing of lesson activities, transitions between components, and how each component builds toward the lesson objective and exit ticket. Math teams examine the Fluency, Application Problem, Concept Development, Problem Set, Student Debrief, and Exit Ticket. Teachers identify the most critical takeaway from each component, create or review exemplar responses, and make instructional decisions aligned with the purpose of the lesson. They also select embedded supports for emergent bilingual students, gifted and talented students, and students with disabilities and organize the manipulatives, materials, and additional supplies needed to teach the lesson.
During lesson rehearsal, the facilitator and teachers select a portion of an upcoming lesson

that may be challenging or new to implement and is critical to student success. The team may also identify a teaching skill that applies across multiple lessons and select part of an upcoming lesson that allows teachers to practice that skill. Before the rehearsal, the facilitator establishes expectations and norms for giving and receiving feedback. During the rehearsal, one participant assumes the role of the teacher while other participants respond as students. The team uses the lesson materials to establish what strong implementation should look and sound like, including expected teacher and student actions, and provides feedback connected to the selected focus.
During student work analysis, teachers read the lesson plan, complete the task, and compare their responses with the exemplar provided in the instructional materials. If an exemplar is not available, the team creates one before reviewing student work. Teachers discuss what students were expected to understand and do, the knowledge and vocabulary required to access the task, the standards assessed, and areas where students were likely to struggle. Using the instructional materials, rubrics, and exemplars, the team establishes shared criteria for work that fully meets, partially meets, or does not yet meet expectations. Teachers then examine student work to identify students' thinking, strengths, progress toward proficiency, and gaps in knowledge or skills. Based on the evidence, general education, special education, and ESL teachers determine targeted instructional actions, accommodations, linguistic supports, intervention, and enrichment needed during future instruction. The team documents its decisions and assigned actions and reviews follow-through during a subsequent PLC.

Upload PLC agenda (optional):

Internalization Protocol.pdf
All PLC Protocols.pdf

Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

Role	Training/PD Description	Delivered By	Attended By
Teacher	New to Math Teacher Training: Bluebonnet Math lesson design, routines, materials, lesson internalization, pacing, checks for understanding, planning, and rehearsal. During this session, teachers first experienced a Bluebonnet Learning lesson as learners, then stepped back to study how it was built. Participants watched through three lenses — component purpose, engagement, and pacing — and debriefed each part of the lesson to surface the instructional decisions a teacher makes long before standing in front of students. From there teachers turned to their own upcoming lessons, internalizing one or two collaboratively through those same lenses and naming the fluency routines, engagement strategies, must-do problems, and debrief questions they will prioritize.	Great Minds Consultant - Ginny Terrell	Teachers new to the adopted math curriculum
Teacher	Pacing Deep Dive and Year at a Glance: review of pacing expectations, unit and module sequencing, internalization tools, assessment points, and available curriculum resources. Participants align upcoming instruction to the district calendar. This professional learning session prepared elementary teachers to begin the school year with a clear focus on instruction. Teachers explored key curriculum resources, pacing and assessment tools, and strategies for starting with the TEKS and using HQIM with fidelity. Participants distinguished between active engagement and compliance and experienced quick, practical strategies that increase student thinking without requiring teachers to rewrite their lessons. Teachers also had dedicated time to apply these strategies to an upcoming lesson, so they left ready to take their learning directly into the classroom.	District math curriculum coordinator and district instructional specialist	New teaching staff

Role	Training/PD Description	Delivered By	Attended By
Teacher	Content Overview and Reset: review of priority content, curriculum expectations, pacing, student evidence, and implementation trends. Teachers identify specific instructional adjustments for the next unit or grading period. Math- Calibrated expectations, resources, and instructional practices for the year ahead. Explored TCMPC documents and STAAR data, including how K–2 instruction addresses later-assessed standards, especially lower-performing areas. Revisited Read-Draw-Write (RDW) and highlighted Great Minds updates, including Math Catalyst and Topic Progress Checks for Grades 3–5. RLA- Introduced the clarification document, providing focus TEKS, learning objectives, success criteria, STAAR-type questions, engagement activities, and exit tickets for every lesson. Explored TCMPC tools, Amplify routine videos, PD library, and intervention toolkit. Discussed new TEKS-based K–2 assessments and TEKS trackers to support intervention. Grades 3–5 also viewed Lead4Ward Think Along Toolkits.	District teaching and learning staff	All certified instructional staff
Principal	Coaching Camp: leadership training that uses an observe, diagnose, plan, practice, and follow-up coaching cycle. Leaders analyze instruction, identify the highest-leverage action step, practice feedback and modeling, and plan how to monitor whether the action changes classroom practice. Coaching Camp by Great Minds is for Principals and Instructional Coordinators to collaborate in order to build instructional excellence on their campus. During the coaching camp, principals and coordinators will explore high impact coaching practices to strengthen their instructional leadership which includes coaching cycles, curriculum implementation, data analysis, and identify campus systems and routines that promote continuous learning.	Great Minds leadership coach	Principal and instructional coordinator

Role	Training/PD Description	Delivered By	Attended By
Principal	N2 Principal Institute: leadership development focused on turnaround leadership, instructional priorities, staff development, campus systems, and progress monitoring. The principal applies the learning to the turnaround plan and leadership routines.	N2 Learning facilitator	Principal
Other Campus Admin (Assistant Principals, Instructional Coaches)	Great Minds Coaching Academy: training in curriculum-based coaching, observation, actionable feedback, modeling, rehearsal, and follow-up. Participants used the WISD Coaching Handbook and TEA frameworks to support HQIM implementation during PLCs and classroom coaching cycles. Coaches received intensive practice in coaching conversations, lesson rehearsal, prioritizing teachers, using data to coach, leading PLCs, and Feedback/Observation. Acquire knowledge, skills, and tools needed to provide high-impact coaching, facilitate meaningful feedback conversations, support effective curriculum implementation, and use data to drive continuous instructional improvement. This time will be used to have collaborative learning with other instructional coordinators for reflection and refinement. Throughout this academy, instructional coordinators will build strategies to empower teachers, enhance instructional practices, and improve student outcomes across their schools and districts.	Great Minds leadership coach	Instructional Coordinator

Role	Training/PD Description	Delivered By	Attended By
Teacher	Content Progression in Math, Pause Points with Purpose, and Building Strong Extended Constructed Responses: Math- Examine how mathematical models develop across K-5. Explore BL content to see where each model appears across grade levels and how it grows in complexity and purpose. In grade-level partnerships, map how a model appears in their grade and study what students in adjacent grades are doing, surfacing the knowledge and skills students carry year to year. Reflect on how consistent models across a campus build conceptual understanding that doesn't expire. RLA- Hands-on training focused on using Amplify Pause Point days to make intentional, data-driven instructional decisions. Teachers will learn to collect evidence during daily lessons and use it to intervene, continue, or extend learning based on student needs. Leave with a practical plan for using their next Pause Point to strengthen Tier 1 instruction and support every learner. How to write effective ECRs.	District math curriculum coordinator and Great Minds consultant	Math teachers and other teachers responsible for written response instruction

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

Teachers or leaders with fewer than two years in role, teachers new to the curriculum, and staff whose walkthrough or student data show a need for additional support will receive more frequent coaching. Support will include small-group training, model lessons, co-planning, rehearsal, observation with an identified look-for, and written feedback followed by a check for implementation. The principal and instructional coordinator will review walkthrough and assessment data at least monthly to determine who needs additional support and whether the coaching produced the intended change. Staff demonstrating consistent implementation will move to less frequent monitoring and may support peer planning or modeling.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

The TEA Classroom Observation Tool will be used to evaluate the implementation of professional learning and coaching. Campus leaders will use the tool during classroom walkthroughs to monitor whether the practices addressed during training and PLCs are evident in daily instruction.
Look-fors will include implementation of the district-adopted HQIM, alignment to the lesson objective and focus TEKS, evidence of lesson internalization, appropriate pacing, clear modeling, checks for understanding, student discourse and engagement, use of formative assessment, and instructional adjustments based on student responses. Leaders will also look for grade-level rigor, appropriate accommodations and linguistic supports, access to grade-level instruction for students receiving special education services, and evidence that feedback from previous walkthroughs or coaching has been implemented. Walkthrough findings will be used to provide teacher feedback, identify additional coaching needs, and plan future professional learning.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Weekly

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

Teachers and administrators will participate in biweekly team meetings focused on reviewing trends and student data, including the performance and growth of students receiving special education, ESL, and other specialized services. Teams will identify student needs, discuss appropriate instructional strategies and supports, monitor the implementation of accommodations, and adjust instruction or intervention based on student progress. These meetings will build staff capacity to use data effectively and provide targeted support that addresses the specific needs of Marvin's student population.

Milestones

List 16-20 key milestones your campus will complete to implement this strategy (8-10 per year). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027, December 2027, May 2028, August 2028.

Milestone 1

Description – What specific action or deliverable will be completed?

Implement one common four-part PLC protocol for lesson internalization, student work and assessment analysis, instructional response, and practice with follow-up. Require general education, special education, and ESL staff connected to the grade level or content to participate.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, assistant principal, instructional coordinator, team leads

Evidence of Completion – What artifact, data, or observable action will verify completion?

PLC calendar, agendas, minutes, attendance records, completed internalization tools, student-work analysis, documented action steps

Support Needed – What training, coaching, resources, or tools are required?

Protected PLC time, facilitator training, common agenda and internalization tools

Milestone 2

Description – What specific action or deliverable will be completed?

Establish and communicate non-negotiable expectations for Bluebonnet Math and Amplify implementation, including pacing, required lesson components, assessments, instructional routines, curriculum resources, and evidence of lesson internalization.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, assistant principal, instructional coordinator, district curriculum leaders

Evidence of Completion – What artifact, data, or observable action will verify completion?

Teachers participate in vertical alignment planning to develop Marvin Biomedical Academy's instructional expectations document, which outlines expectations and non-negotiables for math and reading across grade levels, including pacing, required lesson components, assessments, instructional routines, curriculum resources, and lesson internalization. PLC agendas reflect lesson internalization work and these instructional expectations.

Support Needed – What training, coaching, resources, or tools are required?

HQIM training, Great Minds coaching, district curriculum support, model lessons

Milestone 3

Description – What specific action or deliverable will be completed?

Implement a campus-wide MTSS and intervention system that identifies each MTSS student by skill deficit and records the provider, instructional program, group size, frequency, duration, progress-monitoring tool, and criteria for changing support.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, assistant principal, instructional coordinator, interventionists, MTSS coordinator

Evidence of Completion – What artifact, data, or observable action will verify completion?

Intervention master schedule, student rosters and plans, baseline data, progress-monitoring records, MTSS meeting notes

Support Needed – What training, coaching, resources, or tools are required?

MTSS training, intervention resources, protected intervention time, progress-monitoring tools

Milestone 4

Description – What specific action or deliverable will be completed?

Establish collaborative planning expectations for access to grade-level HQIM, IEP-required accommodations and services, and linguistic supports. Special education and ESL staff will plan with grade-level teams and verify that supports are documented before instruction.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Assistant principal, instructional coordinator, special education lead, ESL staff, general education and special education teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

PLC attendance and artifacts, accommodation and linguistic-support documentation, lesson plans, walkthrough evidence, student work

Support Needed – What training, coaching, resources, or tools are required?

Training on accommodations, ELPS, and access to grade-level curriculum; special-population coaching

Milestone 5

Description – What specific action or deliverable will be completed?

Implement a campus-wide student data tracker that records prior STAAR performance, current performance, individual growth targets, unit or module goals, intervention status, and progress for each student. Students will set and monitor Approaches, Meets, Masters, or individual growth goals.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, assistant principal, instructional coordinator, teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

Completed campus tracker, student goal sheets, assessment records, PLC evidence, documented instructional responses

Support Needed – What training, coaching, resources, or tools are required?

Shared data tools, assessment calendar, data-protocol training, protected PLC time

Milestone 6

Description – What specific action or deliverable will be completed?

Complete a formal midyear root-cause and implementation review using achievement, growth, behavior, attendance, walkthrough, staffing, special education and emergent bilingual data, intervention results, and milestone evidence. Assign corrective actions for every milestone rated partially implemented or off track.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, campus leadership team, district support team

Evidence of Completion – What artifact, data, or observable action will verify completion?

A midyear review report shared with district leadership documents the data reviewed, root-cause analysis, milestone ratings, and identified barriers. The report includes corrective actions, responsible staff, and completion dates for each milestone rated partially implemented or off track.

Support Needed – What training, coaching, resources, or tools are required?

Data reports, root-cause protocol, leadership planning time, district facilitation

Milestone 7

Description – What specific action or deliverable will be completed?

Demonstrate consistent implementation of Bluebonnet Math and Amplify through lesson internalization, curriculum-based assessments, exit tickets, student-work analysis, and responsive instructional planning in PLCs and classrooms.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, assistant principal, instructional coordinator, teachers, district curriculum leaders, Great Minds coaches

Evidence of Completion – What artifact, data, or observable action will verify completion?

Internalization artifacts, exit-ticket and curriculum-assessment data, walkthrough trends, coaching records, student-work samples

Support Needed – What training, coaching, resources, or tools are required?

HQIM professional learning, Great Minds coaching, planning time, model lessons, teacher-specific support

Milestone 8

Description – What specific action or deliverable will be completed?

Evaluate the effectiveness of PLCs, HQIM implementation, intervention, tutoring, special education supports, ELPS integration, student goal setting, and campus systems using Year 1 outcome and implementation data. Identify practices to continue, revise, or discontinue.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, campus leadership team, district support team

Evidence of Completion – What artifact, data, or observable action will verify completion?

Year 1 effectiveness report, STAAR and local assessment analysis, intervention outcomes, implementation data, Year 2 recommendations

Support Needed – What training, coaching, resources, or tools are required?

End-of-year data, leadership planning time, district data and curriculum support

Milestone 9

Description – What specific action or deliverable will be completed?

Revise the PLC protocol, internalization tools, intervention system, data trackers, coaching assignments, and campus procedures based on Year 1 evidence. Train staff on all revisions before Year 2 implementation begins.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, assistant principal, instructional coordinator, campusadership team

Evidence of Completion – What artifact, data, or observable action will verify completion?

Revised tools and procedures, Year 2 implementation plan, professional-learning agenda and materials, staff attendance

Support Needed – What training, coaching, resources, or tools are required?

Leadership planning time, Year 1 data, staff feedback, district alignment

Milestone 10

Description – What specific action or deliverable will be completed?

Use retention, strategic hiring, mentoring, and differentiated coaching assignments to increase instructional staff stability and move toward the target of at least 70 percent of teachers having three or more years of experience.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, assistant principal, human resources and district leadership

Evidence of Completion – What artifact, data, or observable action will verify completion?

Staffing roster with years of experience, retention data, vacancy and hiring records, mentor and coaching assignments

Support Needed – What training, coaching, resources, or tools are required?

Recruitment support, retention strategies, mentor system, differentiated coaching plan

Milestone 11

Description – What specific action or deliverable will be completed?

Implement the revised four-part PLC protocol with documented participation from general education, special education, and ESL staff and verify that PLC decisions appear in classroom instruction and student work.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, assistant principal, instructional coordinator, team leads

Evidence of Completion – What artifact, data, or observable action will verify completion?

PLC artifacts and attendance, walkthrough trends, coaching records, student work, follow-up assessment results

Support Needed – What training, coaching, resources, or tools are required?

Protected PLC time, facilitator calibration, coaching and follow-up tools

Milestone 12

Description – What specific action or deliverable will be completed?

Require each PLC to identify students who repeatedly miss unit or module targets and document the assigned reteach, small-group, intervention, tutoring, acceleration, or enrichment response and the follow-up result.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Assistant principal, instructional coordinator, teachers, interventionists

Evidence of Completion – What artifact, data, or observable action will verify completion?

PLC documentation, updated student tracker, intervention changes are documented in a Intervention document shared with the principal weekly, student work, follow-up assessment data

Support Needed – What training, coaching, resources, or tools are required?

Data protocol, intervention resources, protected PLC time, coaching

Milestone 13

Description – What specific action or deliverable will be completed?

Use walkthrough, assessment, and coaching data to provide differentiated support to inexperienced or ineffective teachers through co-planning, model lessons, rehearsal, observation, actionable feedback, and implementation checks.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, assistant principal, instructional coordinator, district curriculum leaders

Evidence of Completion – What artifact, data, or observable action will verify completion?

Individual coaching plans, observation and feedback records, model or rehearsal artifacts, follow-up walkthrough evidence, student-data trends

Support Needed – What training, coaching, resources, or tools are required?

Coaching framework, calibrated observation tool, model lessons, protected coaching time

Milestone 14

Description – What specific action or deliverable will be completed?

Conduct a Year 2 midyear root-cause review comparing Year 1 and Year 2 achievement, growth, behavior, attendance, student-group, staffing, intervention, and implementation trends. Establish corrective actions for areas not on track.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, campus leadership team, district support team

Evidence of Completion – What artifact, data, or observable action will verify completion?

Year-over-year comparison, updated root-cause analysis, milestone ratings, corrective-action plan

Support Needed – What training, coaching, resources, or tools are required?

Data dashboard, root-cause protocol, leadership planning time, district support

Milestone 15

Description – What specific action or deliverable will be completed?

Align CHAMPS and PBIS expectations with campus procedures and HEART recognition so classroom routines, behavior expectations, acknowledgement systems, and corrective responses are consistent across settings.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, assistant principal, counselor, PBIS team, teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

Updated campus procedures, behavior lesson plans, recognition records, walkthrough data, discipline trends, student and staff feedback

Support Needed – What training, coaching, resources, or tools are required?

CHAMPS and PBIS coaching, behavior calibration, recognition resources

Milestone 16

Description – What specific action or deliverable will be completed?

Implement family learning opportunities that explain curriculum, STAAR expectations, student goals, attendance, and ways families can support learning at home. Use participation and feedback data to adjust future events.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, counselor, teachers, PTO and family-engagement team

Evidence of Completion – What artifact, data, or observable action will verify completion?

Family-engagement calendar, agendas and materials, attendance records, communications, family feedback

Support Needed – What training, coaching, resources, or tools are required?

Title I family-engagement funds, communication tools, staff planning time

Milestone 17

Description – What specific action or deliverable will be completed?

Complete a two-year evaluation of the turnaround strategy using STAAR achievement and growth, special education and emergent bilingual performance, intervention and tutoring outcomes, teacher retention and experience, behavior, attendance, family engagement, and fidelity of instructional systems.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, campus leadership team, district support team

Evidence of Completion – What artifact, data, or observable action will verify completion?

Two-year outcome report, disaggregated STAAR and local data, staffing and discipline reports, intervention outcomes, implementation measures

Support Needed – What training, coaching, resources, or tools are required?

District data reports, analysis support, leadership planning time, stakeholder feedback

Milestone 18

Description – What specific action or deliverable will be completed?

Identify the highest-impact practices from the two-year turnaround effort and embed them in campus operating procedures, PLC expectations, beginning-of-year professional learning, coaching cycles, data calendars, intervention systems, and the campus improvement plan.

Timeline – By what checkpoint will this milestone be completed?

August 2028 (EOY → BOY Year 3)

Responsible Roles – Who is accountable for this milestone?

Principal, assistant principal, instructional coordinator, campus leadership team, district support team

Evidence of Completion – What artifact, data, or observable action will verify completion?

Updated campus procedures, professional-learning calendar, PLC calendar and protocol, coaching plan, assessment and data calendar, intervention plan

Support Needed – What training, coaching, resources, or tools are required?

Leadership planning time, district alignment, sustainability planning and resources

Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

District and campus leaders will use a structured monitoring cycle to ensure Marvin Biomedical Academy's turnaround plan results in measurable improvements in instruction, campus systems, and student outcomes. The principal and campus leadership team will review progress toward identified milestones monthly, while district leaders will participate in scheduled checkpoint reviews to evaluate implementation, identify barriers, and determine necessary adjustments.

Monitoring evidence will include classroom walkthrough data, PLC documentation, curriculum implementation, student assessment results, intervention progress-monitoring data, and the campus-wide student growth spreadsheet. Leaders will review this evidence to determine whether instructional practices are being implemented consistently and whether students, including students below grade level and those in special populations, are demonstrating expected growth.

At each formal turnaround checkpoint in December 2026, May 2027, August 2027, December 2027, May 2028, and August 2028, district and campus leaders will review milestone completion, implementation fidelity, and student impact. Progress will be identified as on track, partially implemented, or off track, with evidence documented for each determination. When implementation or student outcomes are not progressing as expected, leaders will conduct a root cause analysis and establish corrective actions, responsible staff members, timelines, and follow-up measures.

This ongoing plan, implement, monitor, analyze, and adjust cycle will create shared accountability between Marvin and district leadership. Resources, coaching, staffing, intervention, and instructional support will be adjusted based on evidence. Successful implementation will be demonstrated through consistent instructional practices, stronger campus systems, effective intervention, and measurable increases in student achievement and academic growth.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

The principal and campus leadership team will review progress with the assistant superintendent of curriculum, district curriculum leaders, and the director of assessment and accountability. Additional district staff will participate when a milestone involves their area of responsibility.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Milestone progress at Marvin Biomedical Academy will be collected through multiple sources of evidence, including PLC agendas and artifacts, lesson internalization documents, classroom walkthrough data, Bluebonnet Math and Amplify implementation, E.R. and intervention records, Title I tutoring documentation, implementation of special education services and accommodations, ELPS integration, student data trackers, attendance and behavior trends, staffing data, family engagement participation, and CHAMPS implementation. Leaders will use this evidence to determine whether each action was completed and whether it resulted in the intended change in instructional practice and student performance.

Student outcome data will be collected and reviewed following exit tickets, unit and module assessments, district assessments, interim assessments, STAAR released-test mocks, and STAAR administrations. Campus leaders and PLC teams will monitor each student's progress toward Approaches, Meets, Masters, and individual STAAR growth targets. Data will be disaggregated by grade level, content area, classroom, student group, and program, including students receiving special education services and emergent bilingual students. This process will help identify trends, learning gaps, and students requiring additional support or intervention.

Campus leaders will also conduct regular classroom walkthroughs and coaching cycles to determine whether practices developed through professional learning and PLCs are evident in daily instruction. Walkthrough findings will be reviewed and calibrated with district leaders and used to plan campus-wide professional learning, teacher-specific coaching, and additional instructional support.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

The principal will share a monthly implementation summary with district leadership that includes the status of each active milestone, supporting evidence, student-outcome trends, barriers, corrective actions, responsible roles, and follow-up dates. Relevant summaries will be shared with staff through PLCs and campus meetings and with the CEIC and families through campus improvement updates when appropriate.

Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	68
Meets Grade Level	46
Masters Grade Level	17

Not applicable: RLA STAAR goals (SY 26-27)

—

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	62
Meets Grade Level	38
Masters Grade Level	15

Not applicable: Math STAAR goals (SY 26-27)

—

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	65
Meets Grade Level	42
Masters Grade Level	16

Not applicable: overall STAAR goals (SY 26-27)

—

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

40

Not applicable: Academic Achievement goal (SY 26-27)

—

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

75

Not applicable: ELP Component goal (SY 26-27)

—

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 27-28.

Performance Level	EOY Goal (%)
Approaches Grade Level	76
Meets Grade Level	52
Masters Grade Level	22

Not applicable: RLA STAAR goals (SY 27-28)

—

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 27-28.

Performance Level	EOY Goal (%)
Approaches Grade Level	70
Meets Grade Level	44
Masters Grade Level	18

Not applicable: Math STAAR goals (SY 27-28)

—

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 27-28.

Performance Level	EOY Goal (%)
Approaches Grade Level	73
Meets Grade Level	48
Masters Grade Level	20

Not applicable: overall STAAR goals (SY 27-28)

—

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 27-28?

50

Not applicable: Academic Achievement goal (SY 27-28)

—

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 27-28?

75

Not applicable: ELP Component goal (SY 27-28)

—

Will this campus have a graduation class for the 2025-2026 school year?

No

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27?

65

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27?

44

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 27-28?

75

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 27-28?

47

Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

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Upload additional documents (optional):

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